

PICKENS ELEMENTARY

567 Hampton Avenue
Pickens, South Carolina 29671

GRADES K-5 Elementary School

ENROLLMENT 582 Students

PRINCIPAL Kelli Dulin 864-878-8724

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 9 | 64 | 21 | 1 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Good | Below Average | Yes |
| 2004 | Good | Unsatisfactory | Yes |

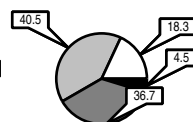
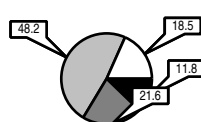
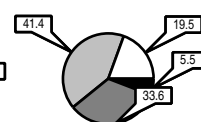
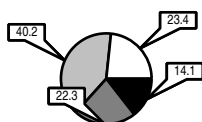
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 279 | 100.0 | 19.0 | 40.7 | 32.7 | 7.6 | 54.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 139 | 100.0 | 23.7 | 39.7 | 27.5 | 9.2 | 51.1 | | |
| Female | 140 | 100.0 | 14.4 | 41.7 | 37.9 | 6.1 | 57.6 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 256 | 100.0 | 18.9 | 39.9 | 33.7 | 7.4 | 55.1 | Yes | Yes |
| African-American | 19 | 100.0 | 16.7 | 50.0 | 22.2 | 11.1 | 50.0 | I/S | I/S |
| Asian/Pacific Islanders | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 237 | 100.0 | 14.7 | 42.9 | 36.2 | 6.3 | 57.6 | | |
| Disabled | 42 | 100.0 | 43.6 | 28.2 | 12.8 | 15.4 | 35.9 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 279 | 100.0 | 19.0 | 40.7 | 32.7 | 7.6 | 54.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 276 | 100.0 | 19.1 | 40.5 | 32.8 | 7.6 | 54.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 140 | 100.0 | 30.0 | 43.1 | 19.2 | 7.7 | 40.0 | Yes | Yes |
| Full-pay meals | 139 | 100.0 | 8.3 | 38.3 | 45.9 | 7.5 | 68.4 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 279 | 100.0 | 22.8 | 39.2 | 21.7 | 16.3 | 49.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 139 | 100.0 | 22.1 | 37.4 | 23.7 | 16.8 | 51.1 | | |
| Female | 140 | 100.0 | 23.5 | 40.9 | 19.7 | 15.9 | 47.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 256 | 100.0 | 22.2 | 38.7 | 22.2 | 16.9 | 50.6 | Yes | Yes |
| African-American | 19 | 100.0 | 27.8 | 44.4 | 16.7 | 11.1 | 33.3 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 237 | 100.0 | 18.8 | 41.1 | 24.1 | 16.1 | 53.1 | | |
| Disabled | 42 | 100.0 | 46.2 | 28.2 | 7.7 | 17.9 | 28.2 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 279 | 100.0 | 22.8 | 39.2 | 21.7 | 16.3 | 49.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 276 | 100.0 | 22.9 | 38.9 | 21.8 | 16.4 | 49.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 140 | 100.0 | 32.3 | 43.1 | 14.6 | 10.0 | 33.8 | Yes | Yes |
| Full-pay meals | 139 | 100.0 | 13.5 | 35.3 | 28.6 | 22.6 | 64.7 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 95 | 100.0 | 23.3 | 44.4 | 28.9 | 3.3 | 32.2 |
| | Grade 4 | 89 | 100.0 | 11.0 | 53.7 | 32.9 | 2.4 | 35.4 |
| | Grade 5 | 88 | 100.0 | 25.0 | 46.4 | 23.8 | 4.8 | 28.6 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 89 | 100.0 | 11.4 | 37.5 | 39.8 | 11.4 | 51.1 |
| | Grade 4 | 95 | 100.0 | 26.6 | 38.3 | 33.0 | 2.1 | 35.1 |
| | Grade 5 | 96 | 100.0 | 22.2 | 51.1 | 24.4 | 2.2 | 26.7 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 95 | 100.0 | 23.3 | 40.0 | 22.2 | 14.4 | 36.7 |
| | Grade 4 | 89 | 100.0 | 9.8 | 48.8 | 25.6 | 15.9 | 41.5 |
| | Grade 5 | 88 | 100.0 | 17.9 | 52.4 | 20.2 | 9.5 | 29.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 89 | 100.0 | 11.4 | 50.0 | 28.4 | 10.2 | 38.6 |
| | Grade 4 | 95 | 100.0 | 31.9 | 39.4 | 16.0 | 12.8 | 28.7 |
| | Grade 5 | 96 | 100.0 | 27.8 | 35.6 | 20.0 | 16.7 | 36.7 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 582) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 4.1% | Up from 3.3% | 2.6% | 2.7% |
| Attendance rate | 96.4% | Up from 95.8% | 96.4% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 8.6% | | 4.3% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 6.8% | | 3.0% | 3.5% |
| Eligible for gifted and talented | 17.6% | Up from 16.6% | 16.7% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 10.9% | Down from 12.2% | 8.8% | 8.2% |
| Older than usual for grade | 1.4% | Up from 0.7% | 0.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.2% | 0.0% | 0.0% |
| Teachers (n= 41) | | | | |
| Teachers with advanced degrees | 56.1% | No change | 52.1% | 51.4% |
| Continuing contract teachers | 92.7% | Up from 90.2% | 90.1% | 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 94.7% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 90.9% | Up from 89.7% | 88.8% | 86.7% |
| Teacher attendance rate | 95.6% | Up from 93.5% | 95.0% | 94.9% |
| Average teacher salary | \$43,645 | Up 4.4% | \$40,928 | \$40,760 |
| Prof. development days/teacher | 12.2 days | No change | 12.2 days | 12.4 days |

School

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school | 5.0 | Up from 4.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.1 to 1 | Up from 16.6 to 1 | 19.7 to 1 | 18.9 to 1 |
| Prime instructional time | 90.4% | Up from 88.0% | 90.1% | 90.0% |
| Dollars spent per pupil* | \$6,540 | Down 0.1% | \$5,728 | \$6,044 |
| Percent of expenditures for teacher salaries* | 66.8% | Down from 68.2% | 65.8% | 65.9% |
| Opportunities in the arts | Good | Up from Fair | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 93.6% | 92.0% |
| Highly qualified teachers in high poverty schools** | N/A | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pickens Elementary School is a community school that has been at the heart of the Pickens County School District since the district's creation over 100 years ago. The present building has served elementary school children for 40 years. Even as other elementary schools were built, Pickens Elementary continued to grow. Today our "Community of Learners" has a population of 600 students and over eighty teachers and staff members. Classes range from four-year-old kindergarten through fifth grade. The majority of these students spend all of their elementary years at Pickens Elementary. The school is also home for five district self-contained special education classrooms. "Smart Start" is a program designed to serve three, four, and five-year-old students with special needs. There are two Educable Mentally Disabled classrooms; one for students in kindergarten through second grade and the other for students in grades three, four and five. The school has a program for Trainable Mentally Disabled students in kindergarten through grade five. Teachers and students at all levels work closely together in this "Community of Learners." Pickens Elementary has six teachers on staff with National Board Certification. In our school community, students participate in Student Council, Wee Deliver Postal Service and as school Safety Patrols. All members of our community realize and value the worth of each other and work together to make our school an outstanding place to learn and grow.

We have just completed our third full year as a 21st Century Learning Center which manifests itself in our S.C.O.R.E. Program. (Schools as the Center Of Rural Education) This program is offered to all students in grades K-5 as an after school and four week summer program. Students participate in academic enrichment, service learning projects, Arts enrichment and physical activity. Through the grant, the school also offers parenting classes, computer classes for adults and a GED program. These programs are offered in the evenings to meet the schedules for working parents.

Many awards and activities reflect the high level of commitment by all shareholders in our school. There is school-wide participation in the care and use of our Habitat Opportunities for Pickens Elementary Garden as an outdoor classroom for discovery learning. The school has a balanced literacy program, with reading and writing as popular ways to spend special time. Character education is a part of every student's day. Key character words are explained and discussed daily as part of morning announcements. Classes taught by the guidance counselor follow these themes. Encouragement and rewards are given to students who exhibit good character traits. Students at several grade levels present musical performances at each PTO meeting and weekly, students in grades four and five participate in chorus. After school activities include the care of our H.O.P.E. Garden for third, fourth and fifth graders.

Teachers, staff and parents log many extra hours at our school. Because we believe in our students and we believe in what we do, PES maintains a focused vision and a strong commitment to make a difference in the lives of our students. It takes all of us; teachers, staff, parents, students and the community working together to make Pickens Elementary a wonderful place to learn and grow.

Kelli Dulin, Principal

Eddie Duncan, Chairperson SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 38 | 79 | 61 |
| Percent satisfied with learning environment | 100.0% | 93.6% | 86.7% |
| Percent satisfied with social and physical environment | 100.0% | 94.9% | 83.1% |
| Percent satisfied with home-school relations | 94.6% | 93.6% | 71.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.